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ABSTRACT

A needs assessment survey was conducted in the Meadowfair neighborhood of the southern part of Eastside San Jose (California) during January and February 1975. Its purpose was to poll community feelings and experiences in regard to careers--whether people understood that word to mean present employment, a future goal, or any purposeful life activity. Interviewers went door-to-door to approximately every tenth house within the census tract, talking in English and/or Spanish with one adult in each household, asking them what kind of help they needed with their careers. A card sort method was used to solicit career needs statements and was organized into four groups: Need to learn something, personal support needs, community or agency assistance needs, and directly employment-related needs. Open-ended as well as pre-categorized questions were used. Percentage data, based on the total sample of 184, was developed for the various categories and questions used in the survey. Written responses of the interviewees were analyzed. Chapter headings in this process and product summary report are Careers and Jobs, Needs and Priorities, People/Demographics, and Background Methodology. The appendix includes the introductory letter carried by interviewers, card sort content, and the final interview instrument. (TA)

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Meadowfair Career Needs Assessment Survey

Winter, 1975

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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by Pia Moriarty

Prepared for the Project Careers Task Force
San Jose Unified School District
MAEP

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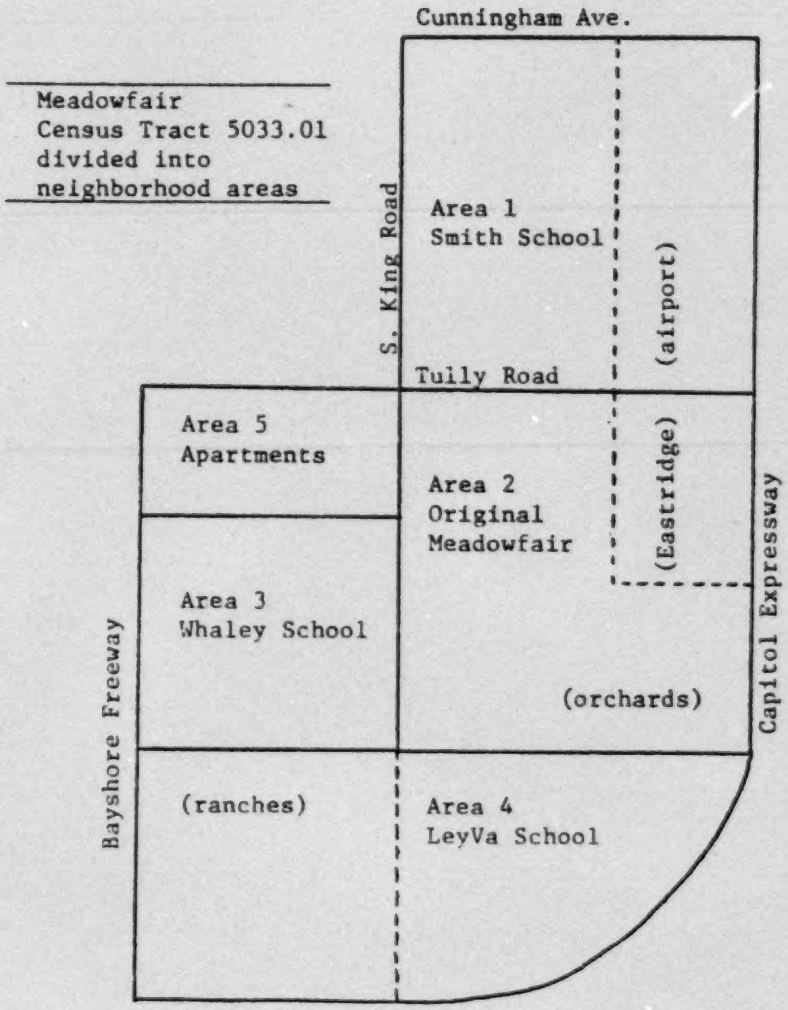
Introduction - How and why this survey took place

The following needs assessment survey was conducted in the Meadowfair neighborhood of the southern part of Eastside San José during the months of January and February, 1975. Its purpose was to poll community feelings and experiences in regard to careers -- whether people took that word to mean present employment, a future goal, or any purposeful life activity. It was sponsored by Project Careers, a research/service program funded by the federal government through San José Unified School District and the Metropolitan Adult Education Program. Interviewers went door-to-door to approximately every tenth house (selected on a random basis) within Census Tract 5033.01, talking in English and/or Spanish with one adult in each household, asking them what kind of help they needed with their careers. This is a report of what those 184 people said.

Originally, the name Meadowfair referred to a small housing development located between Eastridge Mall and the Bayshore Freeway. In this report, we have generalized that name to mean the entire census tract where the Meadowfair development is located. We interviewed people throughout the census tract by breaking it up into five separate neighborhood areas, to insure that we would talk with a representative number of people in every corner of the tract. Also, we were careful to do the same number of interviews during the evening and weekends as we did on weekdays; we did not want to leave out the people who were away working from 8 to 5. All the interviewers were fluent in both English and Spanish, and we read the questions out loud while talking with people, rather than asking them to read the forms by themselves.


Meadowfair
Census Tract 5033.01
divided into
neighborhood areas
Cunningham Ave.
S. King Road
Area 1
Smith School
(airport)
Tully Road
Area 5
Apartments
Area 2
Original
Meadowfair
(Eastridge)
Area 3
Whaley School
(orchards)
Capitol Expressway
Bayshore Freeway
(ranches)
Area 4
LeyVa School

Both the process and the product of this survey are the results of collective efforts. People contributed encouragement, technical advice and criticism, machinery, working space — everything.

Thank you. It has been good to work with all of you. Special thanks are due to the interviewers and the Task Force members, who put more time and energy into this project than anyone expected.

Gustavo Alcántar*
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Sylvia Seaman
Manny Sepulveda**
Roberto Sepulveda*
Teresa Serrano**
Lorraine Vega*
Brenda Wells**
Kathy Wilcox
and A & W's, Tully & King Rds.

* These were the interviewers
** These were the Task Force members

It has been my intention to make the body of this report as readable as possible, and for that reason I have placed technical explanations of sampling design and methodology in the final section.

Pia Moriarty
Coordinator
Meadowfair Gareer Needs Assessment Survey

careers and jobs

What does the word "career" mean to you?

This was an open-ended question. The following categories were not pre-determined; they were derived directly from responses. People were free to give more than one description of "career"; most did not choose to do this, but some did. This explains why the percentages given below add up to more than 100%.

Description given	*% of sample/# of responses	Areas where over 20% gave this description
something steady, secure, permanent; something you plan to keep doing, even for the rest of your life	27.1%/(50)	Smith School area Whaley School area
something worthwhile, that has dignity; something you want to do, like to do, enjoy doing	22.9%/(42)	all areas, except Apartments
advancement, progress; a goal in life, a future ideal	12.0%/(22)	original Meadowlair area
something professional, (doctor, lawyer, etc.)	10.8%/(20)	LeyVa School area
something you study for, a good education, further education, learning something	9.3%/(17)	
earning a living, money, good money, being self-supporting	9.3%/(17)	
your vocation; what you do with your life	8.1%/(15)	Apartments area
your trade or occupation; specializing in one field	8.1%/(15)	
no answer, don't know	9.2%/(17)	
other (see following page)	10.4%/(19)	

*This notation is used throughout the report. Percentages, unless otherwise indicated, are based on the total sample of 184.

Other responses to the question, "What does the word career mean to you?"

- fulfillment
- getting what you want
- activities outside the home
- something you can lean back on
- being on your own
- something very important and necessary
- being a student
- doing something involving the public
- something to do in or out of the home
- anything you have an interest in
- having a good job, a good home, etc.
- something you do well
- 20 years in the Navy
- something that will consume 3/4 of your time
- a self-acquired knowledge
- a very important thing for young people
- something you dedicate your time to
- something constructive
- there's no such word

Do you have a career?

Response categories are derived from people's own words; this was an open-ended question.

Response given	% of sample/# of responses	Totals
yes, I have a career	49.5%/(91)	50% have careers
yes, I have a career, but I want to change it	0.5%/(1)	
no, I don't have a career, but I know which one I want	32.6%/(60)	37% don't have careers, but want them
no, I don't have a career I want one, but I don't know which one	3.3%/(6)	
no, I don't have a career. I'm retired now, but I want a second career	1.1%/(2)	
no, I don't have a career, and I don't want one	10.8%/(20)	13% don't want careers
no, I don't have a career, and I don't want one because I'm too old for that	2.2%/(4)	

Kind of career occupation	If you have a career, what is it? % of sample/# of responses	If you don't have a career, which one would you like to have? % of sample/# of responses
Professional, technical	13.0%/(24)	14.2%/(26)
Administrative, managerial	1.1%/(2)	1.1%/(2)
Sales	2.2%/(4)	0.5%/(1)
Clerical	5.5%/(10)	7.6%/(14)
Craftspeople	6.5%/(12)	3.3%/(6)
Operative (including transportation)	4.3%/(3)	2.2%/(4)
Laborer (except farm)	2.2%/(4)	0
Farm laborer or manager	0	0
Service	5.5%/(10)	3.3%/(6)
Private household employee (including homemaker)	8.1%/(15)	0
No answer	1.6%/(3)	4.8%/(9)
Total who have careers	50%/(92)	
Total who want careers		37.0%/(68)

nd of a job?

t career the same as your job?

Response given	% of sample/# of responses	Totals
Yes, a career is a kind of a job, and in fact my career is the same as my job.	19.0%/(35)	46.8%/(86) say that a career is a kind of a job
Yes, a career is a kind of a job, but my career is different from my job.	27.8%/(51)	
No, a career isn't necessarily a kind of a job, but my job is the same as my career.	36.4%/(67)	50.5%/(93) say that a career is not necessarily a kind of a job
No, a career isn't necessarily a kind of a job, and my career is different from my job.	14.1%/(26)	
Don't know, no answer	2.7%/(5)	

The combination of answers to these two questions yields both information about the meaning of careers in Meadowfair and a contrast between ideal and real career situations.

Do you have a job right now?

Last time employed

Response given	% of sample/# of responses	Totals
Yes, I am currently employed.	52.1%/(96)	52.1%/(96) employed
No, I am not employed right now, but I have worked within the past year.	23.9%/(44)	
No, I am not employed right now, but I have worked at some time between 1965 and 1974.	13.1%/(24)	47.9%/(88) unemployed
No, I am not employed right now. Either I've never had a job, or my last job was over ten years ago.	10.9%/(20)	

Unemployment status

I don't have a job right now, but I am actively looking for work.	13.6%/(25)*	
I can't have a job right now, because I'm retired, disabled, a housewife, or a student.	13.1%/(24)	47.9%/(88) unemployed
(did not specify whether or not they are interested in having a job right now)	21.2%/(39)	
I am currently employed	52.1%/(96)	52.1%/(96) employed

*This figure comes closest to an "unemployment rate" for the census tract. Unemployment rates are calculated in different ways, depending on whether they come from federal or state sources. They are very complicated statistics, including such things as projections and averaging over time. This figure includes no such corrections. If anything, this figure underestimates the actual unemployment rate. We did not ask if people were active seeking work, but 13.6% volunteered this information. Also, 30 people (16.3%) reported that they had been out of work for less than six months.

What kind of work do you do? or

What kind of work did you do in your last job?

Response given	% of sample/#of responses	Totals
Professional, technical	13.6%/(25)	
Administrative, managerial	3.3%/(6)	39.7%/(73) white collar workers
Sales	6.0%/(11)	
Clerical	16.8%/(31)	
Craftspeople	9.8%/(18)	
Operatives (including transportation)	22.8%/(42)	45.1%/(83) blue collar workers
Laborers (except farm)	12.5%/(23)	
Farm laborer, manager	0.5%/(1)	0.5%/(1) farm worker
Service	8.7%/(16)	9.2%/17 service workers
Private household employee (including homemaker)	0.5%/(1)	
No answer	5.4%/(10)	

Women and work

The above chart gives the percentages of workers in various kinds of jobs for our entire sample. Of the 107 women we interviewed, only one of them had never worked outside the home.

48.6% of the women do, or last did, white collar work
40.2% of the women do, or last did, blue collar work
0.0% of the women do, or last did, farm work
11.2% of the women do, or last did, service work (this includes the one unpaid homemaker)
100.0%

needs and priorities

Assessing career development needs

When the Task Force committee met to design the part of the survey that would actually get at people's felt needs, we faced the problem of how to ask our questions so as to bias or channel people's responses as little as possible. We wanted the survey to be a chance for Meadowfair people to speak for themselves.

Committee members disagreed about the best way to ask our needs questions. On a human level, open-ended, conversational questions were clearly preferable to the fit-into-our-boxes style of interviewing. But we could not afford to lose sight of the statistical nature of the survey; since we were trying to talk with a representative sample of the community, we had to give all responses equal weight. Asking people to choose from among several pre-determined answers could have put words into their mouths and thereby biased the results. On the other hand, the editing involved in summarizing responses to such a complicated question would probably have introduced a greater (and less predictable) researcher bias.

Out of this controversy came the idea of a card sort, a combined system of asking open-ended questions and then presenting a series of possible needs statements for people to choose from. These statements were grouped, written and revised by committee members, and then tested in the original Meadowfair area (with about 30 families in English and/or Spanish). Any cards that were not chosen by a significant number of people during the field test were replaced by new needs statements coming from community responses. Also, several of the possible needs statements were re-worded as a result of this process.

Some committee members felt that the card sort would still obligate people to agree with our ideas, so we added the following open-ended needs questions preceding the card sort in the interview.

What would you need in order to have a career? or

What would you need in order to go further in your present career?

These questions, which followed the "What is your career?" questions in the interview, yielded only generalized answers, and did not provide the specific needs statements necessary for implementation of a program. If anything, they expressed the need that Meadowfair people have for education and training, and for the official certification that they mean.

Responses given most frequently were:

I would need - education (83 people)
- job training (28 people)
- financial help (16 people)
- work experience (11 people)
- counseling or placement (7 people)
- transportation (3 people)

The card sort -- its organization and process

Possible career needs statements were typed on cards and organized into four groups: need to learn something, personal support needs, community or agency assistance needs, and directly employment-related needs. The interviewer presented each group of cards, thus asking the person interviewed to think through a whole spectrum of possible needs.

Each group of cards was presented with an introductory question. For example, "The third group is about services that other people could offer. Is there anything that other people or community agencies could help you with? Whatever the person said was written down on blank cards and put aside for later use.

After the person interviewed had a chance to answer in his/her own

words, the interviewer read through one group of typed cards one by one. S/he asked the person to examine the five typed cards and decide whether any of them talked about real, present needs for that person. The interviewer explained that one, two, or none of the typed cards could be chosen in each group.

After going through the four groups, the interviewer put together all the typed cards that the person had chosen and all their handwritten cards. S/he then asked the person to look at all of these, and to say which two were the most important or necessary, and then which card was the most necessary of all.

Card Sort Summary

The following pages present the results of this process. Interviewers reported that people seemed to enjoy manipulating and ranking the cards; it gave them something that they could touch in the middle of a fairly long oral interview.

Did we obligate people to choose from within our categories? No, because a statistically significant number of people (over 30 people) decided to choose no cards at all in each of the four groups. In addition, respondents added their own ideas; we collected 340 handwritten cards. In general, the card sort as used by the specially selected interviewers proved to be an effective technique for asking people to talk about their career-related needs.

Career Development Need	Column A times chosen first priority	Column B times chosen second priority	Column C times picked within group	3A+2B+C weighted total score	Ranking based on weighted total score
- "Learn Something" Group -					
Get training to do a new job (interviewer writes in specifics)*	22	22	78	188	1
Learn how to speak, read, and write English (better)	18	9	47	119	3
Finish high school and get a diploma	15	7	32	91	6
Learn how to drive	6	3	12	36	20
Learn how to manage my money better	8	10	56	100	5
Write-in need	22	21	--	108	4
No card chosen in this group	--	--	37		
Totals for this group	91	72			
- Job-related Needs Group -					
Learn how to do job applications and interviews	3	5	31	50	16
Get experience by volunteering at first	4	3	18	36	21
Find out where to look for work	3	9	46	73	10
Learn how to change jobs or plan a new career	5	7	48	77	8
Find out about training programs and how to get into them	14	13	74	142	2
Write-in need	8	2	--	28	22
No card chosen in this group	--	--	45		
Totals for this group	37	39			

Card Sort Summary
Needs to "learn something"
Job-related needs

*See page 19 for a listing of the kinds of job training people needed

Career Development Need	Column A times chosen first priority	Column B times chosen second priority	Column C times picked within group	3A+2B+C weighted total score	Ranking based on weighted total score
- Personal Support Needs Group -					
Learn more about myself -- my interests and abilities	5	3	52	73	11
Make decisions and solve problems better or more easily	6	5	52	80	7
Learn how to solve family problems (with my husband, wife, or relatives)	4	4	31	51	15
Learn how to meet new people and friends here	1	7	32	49	18
Learn how to solve problems I have with my children	7	4	40	69	13
Write-in need	6	5	--	28	23
No card chosen in this group	--	--	51		
Totals for this group	29	28			
- Community Help Needs Group -					
Find regular babysitting I can afford	9	3	36	69	12
Get regular transportation	2	6	31	49	17
Get legal help or advice	1	4	65	76	9
Get medical help	4	2	29	45	19
Find out about unemployment benefits, food stamps, or welfare	2	6	36	54	14
Write-in need	4	5	--	22	24
No card chosen in this group	--	--	54		
Totals for this group	22	26			

Card Sort Summary
Personal Support Needs
Community-Help Needs

Card Sort Summary - Rank Order of Needs Expressed

This list is ordered by the weighted total score on each card, which reflects both incidence (how many times a card was chosen) and priority (how important it was, compared with other choices). However, it is important to remember that a card could get a certain score just by chance. All the #1 Needs cards were chosen first or second priority more times than would have been possible, just by chance. All the #2 Needs cards were chosen first priority, second priority, or picked within their group more times than would have been possible, just by chance. The cards that rank from #14 to #24 were not chosen often enough for their scores to be statistically significant.

Career Development Need	Weighted total score	Ranking based on weighted total score
Get training to do a new job	188	1
Find out about training programs and how to get into them	142	2
Learn how to speak, read, and write English (better)	119	3
Write-in; "learn something"	108	4
Learn how to manage my money better	100	5
Finish high school and get a diploma	91	6
#1 Needs		
#2 Needs		
*Make decisions and solve problems better or more easily	80	7
Learn how to change jobs or plan a new career	77	8
*Get legal help or advice	76	9
Find out where to look for work	73	10
*Learn more about myself -- my interests and abilities	73	11
Find regular babysitting I can afford	69	12
Learn how to solve problems that I have with my children	69	13

*these cards were picked often within the group, but not given very high priorities

Write-in Cards Summary - Priority Choices

People were encouraged to write down any needs that were not expressed for them on the typed cards. All the handwritten cards that were later chosen as first or second priority needs statements are listed below. They are grouped by geographic neighborhoods within the Meadowfair census tract. See page 2 for a map of these areas.

Area 1 - Smith School

First priority needs	Second priority needs
receptionist training	keypunch
dental assistant (transfer Mexican certificate)	nursing
shorthand	learn the things I need to get ahead in my job
journalism	mechanical engineering
drafting	consumers' rights
better education	electronics
machinist	typing
get into small delivery business	running business machines
real estate salesman	philosophy
get together a rescue mission	sewing
compose and read music	community help for people on drugs
legal secretary	be an author or writer
nursing	placement
secretary	psychology
interviewer	schools with updated classes, relevant to our time and needs
find out where to go about traffic problems in residential area	
more opportunities for educational grants	

Area 2 - original Meadowfair development

learn how to get what I want out of life	speak Spanish
working with children	unemployment office
operate business machines	electronics
study the Bible	learn more about children
work with people	landscaping
know about people different from me	keypunch
be a preacher	secretary
upholstery	bilingual training (Spanish)
plumbing	learn psychology
turbine engine aircraft	new math
sewing	learn Spanish
an agency that would have more concern for the personal desires of the person looking for work and would help him/her meet those desires if possible	improvements on my house
	interior decorating

First priority choices	Second priority choices
Area 3 - Whaley School	
secretary	commercial arts (advertising)
have a good job, security	crafts
sewing	how to travel
learn Spanish	arts & crafts
learn Spanish	advanced accounting
learn Spanish	nursing
get more college (science)	get married
learn income tax preparation	recreation for kids, with equipment and supervision
how to fly aircraft	business course
ocean systems/sound	secretary
have a better spiritual outlook	computer programs
interior decorating	work leather
	community activity - sports
	social worker
	secretary
	arts & crafts
Area 4 - LeyVa School	
RN training	sewing
have a bonafide trade	learn a nutritious way to raise a family
learn how to live healthy and happy naturally	learn Spanish
learn electronics	learn gourmet cooking
learn how to sew better	
have my own towing business	
Area 5 - Apartments	
learn about the business world	technical things - how to fix the TV, car repairs, help at home
find work I can do at home	hobbies, part time
on-the-job apprenticeships while finishing school	nursing
MA in banking-related subjects	gourmet cooking
arts & crafts - pottery workshop in the community	keypunch
learn how to organize a business	career center - wider opportunity, offerings in professional work
learn Spanish	management skills
job training (not specified)	
not having the physical problem I have	

Write-in Cards Summary - Needs Statements by Categories

Need expressed	Number of people expressing it	Summary totals
specific job training (not clerical)	68	142 people expressed
clerical skills training	32	employment needs
get a job	20	
community placement agency (expecially for part-time work)	16	
on-the-job training	4	
references	2	
hobbies, crafts, home skills	57	95 people expressed
more community contact, resources	24	personal and community
better personal understanding	14	development needs
educational opportunities	19	54 people expressed
English, math, high school	18	education needs
learn Spanish	17	
learn about business, management, economics	13	32 people expressed
manage money better	12	money needs
survive inflation; consumer education	4	
educational grants	3	
government agency help	6	17 people expressed
transportation	6	need for support services
child care	5	
Total number of write-in cards	340	

"Get training to do a new job"

Whenever people picked this card, they were asked what kind of job training they needed. The following results are summarized in the occupational categories used by the U.S. Census.

Professional, technical - 15 total

- Industrial arts - 1
- Draftsperson - 1
- Electrical technician - 1
- Dental assistant - 1
- Commercial arts - 1
- Nurse - 4
- Social worker - 1
- Lab technician - 1
- Teacher - 1
- Landscaper - 1
- Public relations - 1
- Modern dancer - 1

Clerical - 16 total

- Keypunch - 3
- Advanced clerical - 1
- Office skills - 2
- Legal secretary - 1
- Secretary - 6
- Clerical skills - 2
- Office machines - 1

Craftspeople - 13 total

- Roofing - 1
- Machinist - 1
- Turbine engine aircraft - 1
- Plumber - 1
- Carpentry - 1
- Upholstery - 2
- Auto mechanic - 3
- Welder - 2
- Woodworking - 1

Management, administrators - 6 total

- Business course - 1
- Management skills - 2
- Business administration - 1
- Motel manager - 1
- Banking - 1

Sales - 5 total

- Store clerk - 1
- Sales - 1
- Grocery clerk - 1
- Real estate - 2

Operatives - 3 total

- Heavy equipment - 1
- Electronics - 2

Service - 3 total

- Highway patrol - 1
- Work with people - 1
- Volunteer work - 1

Other - 1 total

- Mathematics - 1

Unspecified - 16 total

Program Preferences -- Structure, Location, Timing

After going through the card sort to define career development needs, each participant was asked about the kind of program that would best meet those needs. With these (and only these) questions, the interviewers were instructed to read aloud the response categories listed below.

Structure - What would be the best way for you to get this help?

in a class situation	31.5%/(58)
in a small group	29.9%/(55)
individually	14.7%/(27)
on-the-job	8.2%/(15)
on radio or TV	5.4%/(10)
doesn't matter	5.4%/(10)
no answer	1.6%/(3)
other (at a child care center, with friends in the community)	3.3%/(6)

Location - In what place?

in a school	33.2%/(61)
in a community center	28.3%/(52)
in my home	12.0%/(22)
doesn't matter	9.8%/(18)
in a business or industrial facility	8.7%/(16)
in a neighborhood home	2.2%/(4)
no answer	3.3%/(6)
other (in a church, at a vocational center)	2.7%/(5)

Timing - When?

during the week	69.0%/(127)
on weekends	16.3%/(30)
doesn't matter	10.3%/(19)
no answer	3.8%/(7)
Friday/Saturday	0.5%/(1)

Timing - During which season of the year?

doesn't matter	51.6%/(95)
winter/spring	15.2%/(28)
spring/summer	10.3%/(19)
autumn/winter	9.8%/(18)
no answer	7.6%/(14)
summer/autumn	2.7%/(5)
other (one season)	2.7%/(5)

Timing - At what time of day?

evenings	43.5%/(80)
mornings	27.2%/(50)
afternoons	15.2%/(28)
doesn't matter	8.2%/(15)
no answer	4.3%/(8)
any day time	1.6%/(3)

Assessment of basic resources relevant to career development

Without basic identification cards and a means of being contacted, a person might have a hard time entering into any job training or educational program. Because of this, we asked Meadowfair people if they had telephones, Social Security cards, and California Driver Licenses. Following this same line of reasoning, we also looked closely at English fluency and potential child care needs among our respondents.

Almost every household (94.6%) had a phone; the highest percentage of households without telephones was in the Apartments area.

Virtually everyone (99.5%) had a Social Security card and 82.1% of the people interviewed had a California Driver License. The neighborhoods where fewer people had driver licenses were Smith School (33.3% without), the original Meadowfair area (27.3% without), and Whaley School (24.2% without). Every adult interviewed in the LeyVa area had a license. We did not ask about access to working automobilies, however.

Also, we did not ask whether people were legal residents in the United States, or whether they had valid work permits ("green cards"). For purposes of our survey, these questions were not worth the fear that they could have raised in many people we interviewed.

Interviewers felt that Meadowfair is a bilingual neighborhood, where people can get along in either English or Spanish. However, given the option to be interviewed in either language, most people chose English; 27 people (14.7% of the sample) chose to speak in Spanish. In the card sort, 47 people (25.5% of the sample) expressed a need to improve their facility in English, and 17 (9% of the sample) said that they wanted to learn Spanish. Although the people we talked with were very articulate and had no real problems communicating with the interviewers, they frequently expressed an insecurity

about their ability to use language, either English or Spanish, in an official context. Given the present lack of bilingual facilities, it is very difficult for people who do not speak English to plan careers outside the home. Proponents of the bilingual movement in the Southwest United States argue that all public functions (schools, courts, public-oriented jobs) should be available in both English and Spanish, but this argument has only begun to make a practical difference for people who speak only Spanish here.

Women with young children cannot usually attend programs or hold jobs outside the home without making provisions for child care. This survey did not ask, "If you were to get into a job training program, would you need child care?" We concentrated on present needs, and therefore we did not measure the potential need for child care facilities in the Meadowfair community. Unless a person is already working or studying outside the home, child care is a second-step need; the first step is to get the job, etc. This helps to explain the unexpectedly low incidence of child care needs expressed in the survey. The following table is included to indicate the distribution of families with children younger than school age who would potentially need supervision.

Percentage/Number of households with young children in each area

Area	Children under 2½ years old	Children 2½ - 5 years old
Smith	13.0%/(7)	38.9%/(21)
Meadowfair	18.2%/(8)	22.7%/(10)
Whaley	26.1%/(12)	34.8%/(16)
LeyVa	42.9%/(6)	50.0%/(7)
Apartments	3.8%/(1)	0
Entire Census Tract	18.5%/(34)	29.3%/(54)

Knowledge of Existing Resources

One way to measure career development needs is to ask whether people know about existing resources, and if they have ever used them. Of the 184 people we interviewed, about half of them (93 people) said that they knew of an agency where they could find help with their careers.

Responses given most frequently were:

I would go to - a community college (36 people)
- adult education (9 people)
- the employment office, E.D.D. (9 people)
- O.I.C. (7 people)
- my trade union (5 people)
- the Veterans' Administration (4 people)

Of the 93 people who said they knew where to go for help, only 51 of them said they had ever tried it.

people/demographics

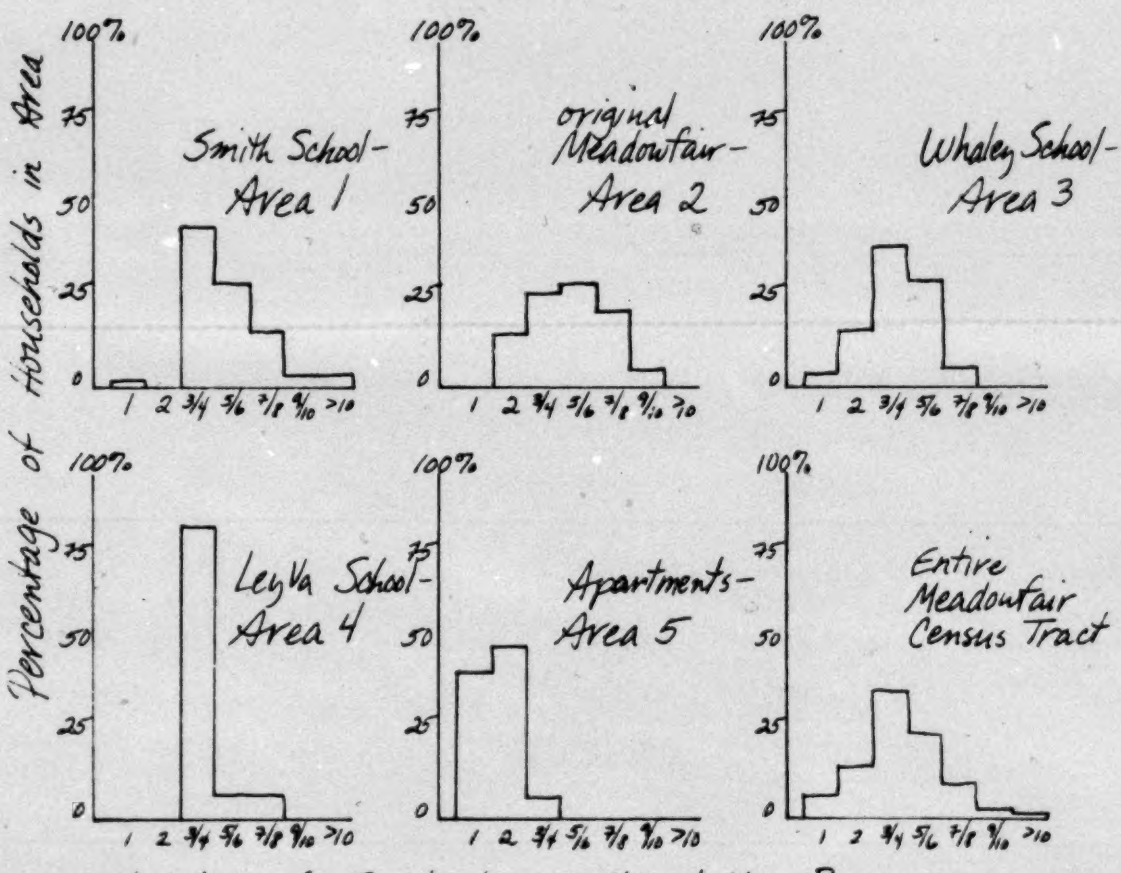
Meadowfair Families

Most of the households in Meadowfair belong to married couples with at least one child; very few people outside of family members share houses.

Marital status	% of sample/# of people
married	70.7%/(130)
single, never married	16.8%/(31)
divorced, separated, widowed	12.5%/(23)

Number of household members	% of sample/# of people
1 person	10.9%/(20)
2 people	15.2%/(28)
3 - 4 people	36.4%/(67)
5 - 6 people	24.5%/(45)
7 - 8 people	10.3%/(19)
over 8 people	2.7%/(5)

Patterns of household population vary by geographic neighborhood.



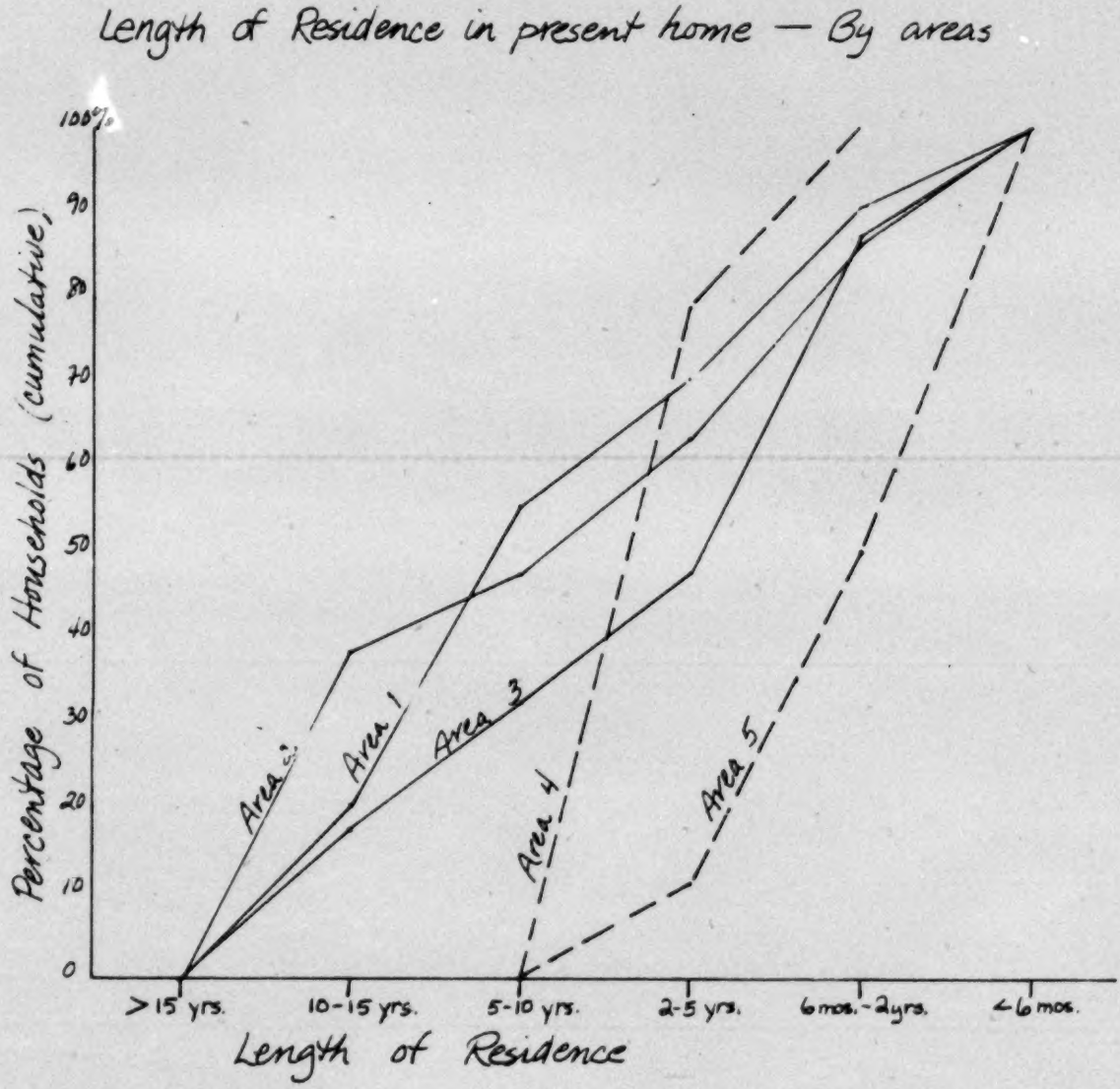
Family annual income	% of sample/# of people
under $1,440	2.7%/(5)
$1,440 - $3,000	4.3%/(8)
$3,000 - $6,000	15.2%/(28)
$6,000 - $9,000	19.6%/(36)
$9,000 - $12,000	19.0%/(35)
$12,000 - $15,000	17.4%/(32)
over $15,000	10.3%/(19)
Don't know	6.5%/(12)
No answer	4.9%/(9)

As of October, 1974, the state of California defined a poor family as having a base annual income of less than $3070 for a couple, plus $740 for each additional member. According to this criterion, an estimated 15% of the families in Meadowfair fall below the poverty level. This is an estimate because our figures are by generalized categories, because 11.4% of our sample did not answer the question, and because the interviewers reported doubts about the accuracy of income figures. However, allowing for the widest possible difference due to our generalized categories, between 11%/(18) and 19%/(31) of Meadowfair families live at or below the poverty level.

Sex of respondents -- Female heads of households

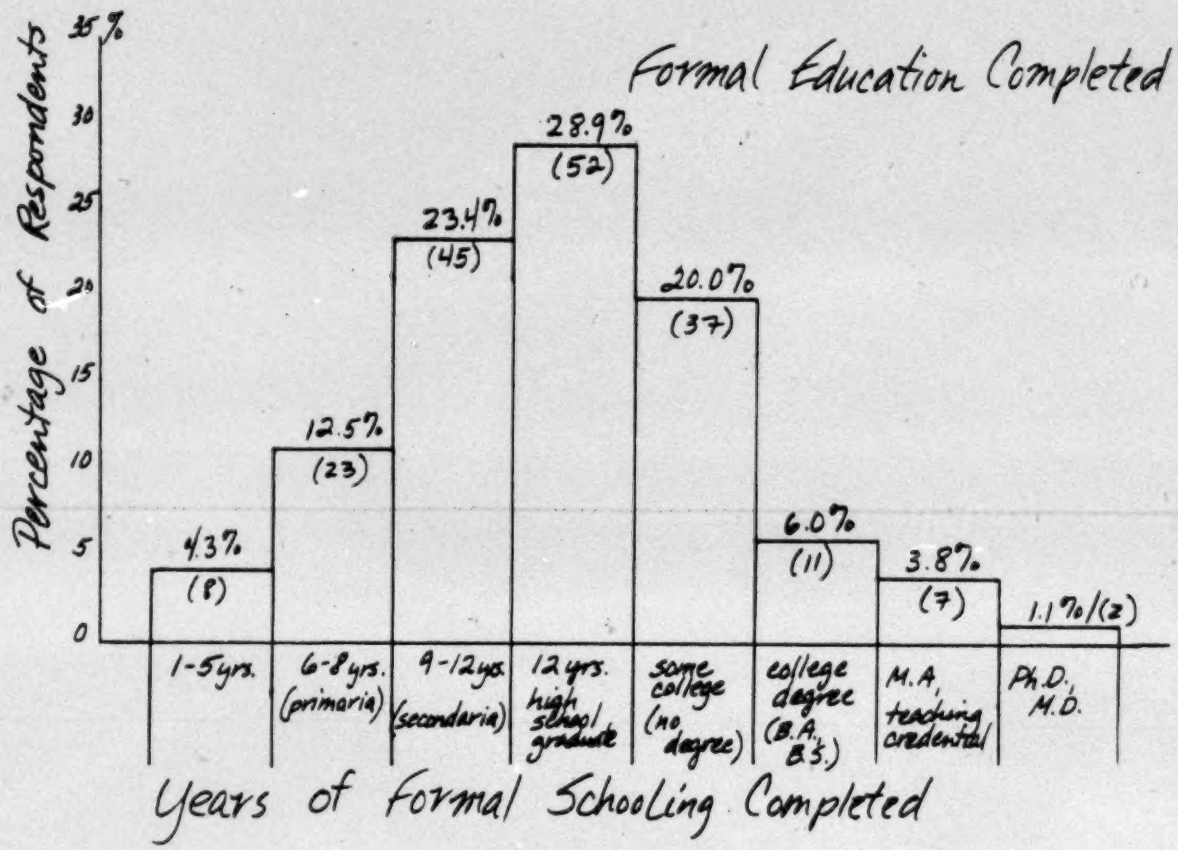
Of the 184 people we interviewed, 58.2%/(107) were women and 41.8%/(77) were men. Single (never married), separated, divorced, or widowed women with children were counted as female heads of households; there were 14 in the sample. This represents 7.6% of the total sample, or 13.0% of the women in the sample.

Meadowfair is suburbia -- tract houses, chain stores, a car in most driveways and streets made overly-wide with an eye toward future development. It is the product of southward expansion of San José, which was one of the ten U.S. cities with the highest growth rates in 1970. Most of the people who now live in Meadowfair came from other parts of Santa Clara County, and they all (with the exception of about a dozen small ranches) came within the last fifteen years. This is illustrated on the following graph; the steeper the slope of the line, the faster the growth/settlement rate in each neighborhood area.



Education Completed (Formal Schooling)

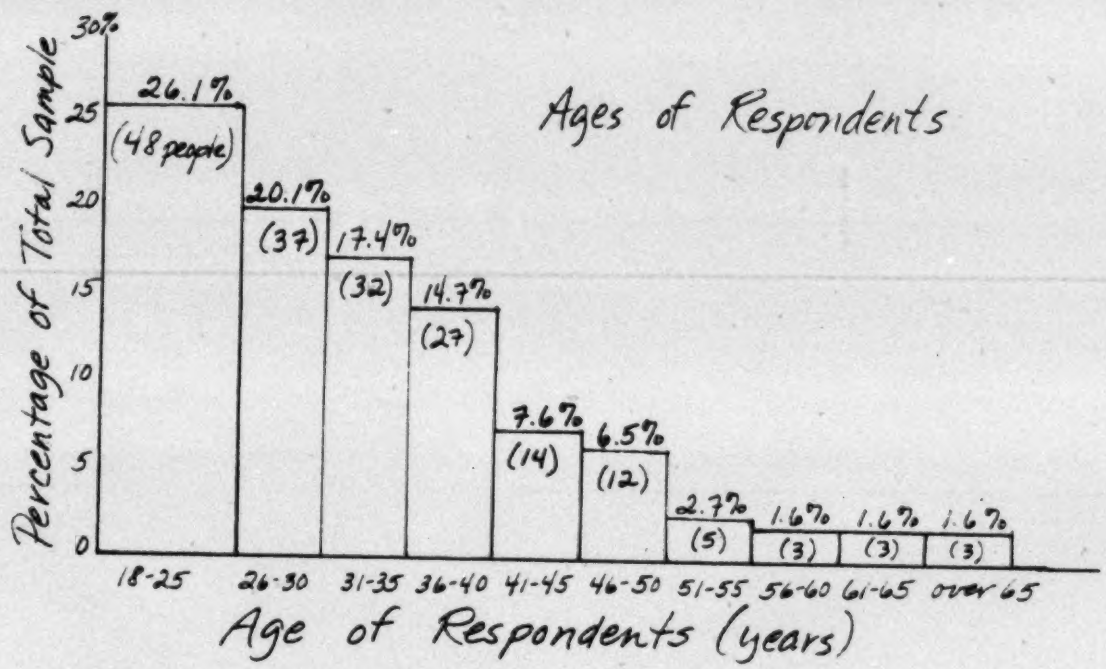
Last year in school	% of sample/# of people	Totals
Grades 1 - 5	4.3%/(8)	
Grades 6 - 8	12.5%/(23)	40.2%/(76) didn't
Some high school	23.4%/(45)	graduate high school
Graduated high school	28.9%/(52)	28.9%/(52) did graduate high school
Some college	20.0%/(37)	30.9%/(57) have
B.A., B.S.	6.0%/(11)	had at least some
M.A., teaching credential	3.8%/(7)	college education
PhD., M.D.	1.1%/(2)	



Distribution by Age Groups

We talked with a high percentage of young people; more than 1/5 of the people in each area (with the exception of the Smith School area) were under 25 years of age.

Age	% of sample/# of people	Totals
18 - 25 years	26.1%/(48)	46.3%/(85)
26 - 30 years	20.1%/(37)	under 30 yrs.
31 - 35 years	17.4%/(32)	
36 - 40 years	14.7%/(27)	32.1%/(59) age 31 - 40
41 - 45 years	7.6%/(14)	14.1%/(26)
46 - 50 years	6.5%/(12)	age 41 -50
51 - 55 years	2.7%/(5)	
56 - 60 years	1.6%/(3)	7.5%/(14)
61 - 65 years	1.6%/(3)	over 50 yrs.
over 65 years	1.6%/(3)	



Do you consider yourself part of a minority group?

We asked this question because we felt that people should have the opportunity to state any racial or ethnic group identification for themselves. We experimented with various wordings for this question, and decided that, although non-Anglo ethnic groups in Meadowfair are clearly the majority of the population, this wording was the understood way to ask about group identity. The overwhelming majority of people in our sample answered no; many added that they were tired of being put into such categories, and that they considered themselves Americans, and that was all.

Response given	% of sample/# of people
No, I do not consider myself part of a minority group.	63.6%/(117)
Yes, I do consider myself part of a minority group.	34.8%/(64)
No answer	1.6%/(3)

Of the 64 people who said that they did consider themselves part of a minority group, 57 told us which group they meant:

Response given	% of sample/# of people
Mexican-American, Mexican, Chicano	14.7%/(27)
Black, Afro-American	7.1%/(13)
Anglo in this neighborhood	2.7%/(5)
low income, poor	3.3%/(6)
professional in this neighborhood	1.1%/(2)
Japanese	0.5%/(1)
Native American	0.5%/(1)
ethnic mixture	0.5%/(1)
as a woman	0.5%/(1)

Racial/Ethnic Background -- by interviewer judgment

Latin, Mexican, Chicano	41.8%/(77)
Black	16.3%/(30)
Anglo	38.6%/(71)*
Asian-American	0.5%/(1)
other minority	2.7%/(5)

*Project Careers especially focused its resources towards ethnic minorities and women. In our sample, 16.7%/(30 people) were Anglo males.

Socio-economic Differences -- A Demonstration Pattern

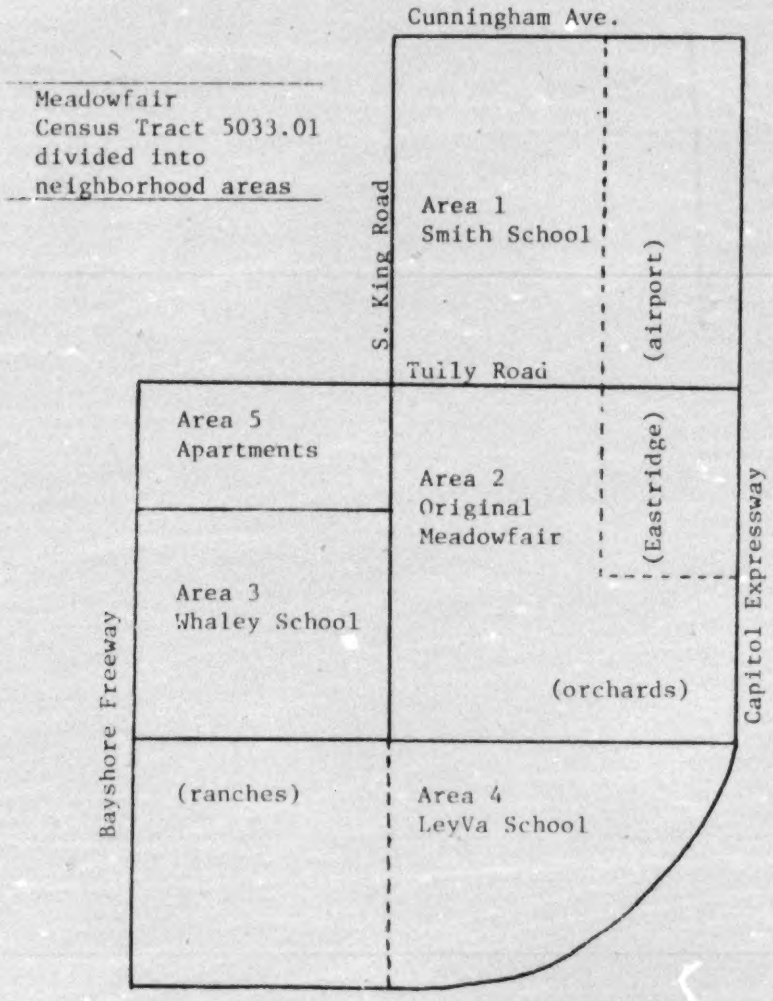
This survey was designed to compile information about the present situation in Meadowfair in regard to career development needs, as groundwork for a pilot program that would try to meet some of those needs this year. It was not designed to predict future needs which may differ from present ones, nor to show causal relationships. However, with the analysis of the survey data, a pattern emerged that deserves attention. It has to do with systematic socio-economic differences between geographic neighborhoods within the Meadowfair census tract.

Methodological Background

For the purposes of this survey, we defined Meadowfair as the entire census tract (5033.01) within which the original Meadowfair housing development is located. But we decided not to treat the census tract as one homogeneous unit, because people on the Task Force felt that differences between geographically separated neighborhoods might prove significant. Consequently, we designed the survey so that each of the five separate neighborhoods would get equal coverage by the interviewers; that is, we stratified the sample. See the next page for a map of these areas.

The following comparisons between areas are based on a statistical measure called the median. Median means middle; half of the units that were observed are above it and half are below it when they are put in ascending or descending order. The median is considered to be a kind of average, or a rough indication of central tendency in any group of ordered scores or observations, but it has limits. Whenever there are patterns in the data that the median by itself does not indicate, they have been noted under special considerations.

Comparative rankings are assigned by putting the median scores in order; the highest score (#1) is given to the area that comes closest to the current American ideals that define socio-economic success as having more income per family member, a white collar job, and more education. Rankings are also based on the current American reality that discriminates against older people, visible minorities, and female heads of households. A high ranking (#1) in these last three variables indicates that more people in that area have an immunity from discriminatory practices because of their particular age, race, or sex.



Achieved characteristics -- income/person, occupation, education

Income per family member

For purposes of this demonstration, the median range of annual income per family and the median number of family members have been combined to obtain a ranking for income per family member. For a more detailed accounting of income per family as a poverty level indicator, see page 26.

Area	Median range of Income per family member	Rank
Smith	$2250 - 4000	4
Meadowfair	$1000 - 1800	5
Whaley	$2250 - 4000	3
LeyVa	$3000 - 5000	2
Apartments	$6000 - 9000	1

Special considerations - Between 10% and 15% of the people interviewed in the Smith, Meadowfair, and Whaley areas did not give an income figure; interviewers did not feel confident about the answers received overall. Very few families in the Smith area have less than 3-4 members; almost all the residents in the Apartments are singles and couples.

Occupation

Area	Type of present or past employment	Rank
Smith	blue collar jobs	2
Meadowfair	blue collar jobs	2
Whaley	white collar jobs	1
LeyVa	white collar jobs	1
Apartments	white collar jobs	1

Special considerations - These generalizations are based on more specific information about the work experience of the majority of people interviewed in each area. See page 9. Service workers are not included in these two general categories; the area with the most service workers (8) is the Whaley area.

Education completed (formal schooling)

Area	Median level attained	Rank
Smith	9 - 12 years completed	4
Meadowfair	9 - 12 years completed	5
Whaley	high school graduation	3
LeyVa	some college, no degree	2
Apartments	some college, no degree	1

Special considerations - Almost 1/4 of the people in the Smith and Meadowfair areas never entered high school; almost everyone in the LeyVa area has at least a high school diploma; over 1/4 of the people in the Apartments have some college degree.

Ascribed characteristics -- age, race, sex

Age

Area	Median age group	Rank
Smith	31 - 35 years	4
Meadowfair	36 - 40 years	5
Whaley	26 - 30 years	1
LeyVa	30/31 years	3
Apartments	30/31 years	2

Special considerations - No one we talked with in the LeyVa area was older than 45; almost half the people in the Apartments were under 25 years of age and over 1/4 of them were in the 31-35 group.

Racial/ethnic background

Area	Percentage non-Anglo	Rank
Smith	87.8%	5
Meadowfair	70.5%	4
Whaley	52.2%	3
LeyVa	21.4%	1
Apartments	50.0%	2

Special considerations - These figures are based on interviewer judgment, not self-identification.

Female heads of households

Area	Number interviewed	Rank
Smith	5	4
Meadowfair	6	5
Whaley	3	3
LeyVa	0	1
Apartments	0	2

Special considerations - This variable is included because both census results and the 1974 E.S.O. study of female heads of households indicate that our sampling is low here -- about half of what it should be for this census tract; many separated and divorced women live in the Apartments.

Summary of area differences by comparative rank scores

Area	Income per family member	Occupation type	Education completed	Age	Racial/ ethnic	Female head
Smith	4	2	4	4	5	4
Meadowfair	5	2	5	5	4	5
Whaley	3	1	3	1	3	3
LeyVa	2	1	2	3	1	1
Apartments	1	1	1	2	2	2

This chart demonstrates and summarizes several points:

- The Meadowfair census tract is not homogeneous in its socio-economic composition. The poverty in the original Meadowfair area does not show through in the summary statements for the census tract as a whole.

- Geographic neighborhoods that were developed at about the same time show similar patterns in the above variables. The Smith and original Meadowfair areas can be seen as one type, similar to older neighborhoods in the northern part of the Eastside. The LeyVa and Apartments areas reflect the new population expansion into the southern Eastside. The Whaley area can be seen as a transition neighborhood.

- These figures are a rough indication and further demonstration of a hypothesis that has been proven with more conventional statistics in many other studies -- that these variables are strongly correlated. Although the first three variables (income, occupation, education) refer to achieved characteristics, they show the same pattern across the neighborhoods as do the three variables that refer to ascribed characteristics (age, race, sex).

background, methodology

Project Careers Task Force - Functional Organization

Project Careers aimed at improving career services for adult ethnic minorities and for women in the MAEP area by:

- selecting two target populations within those boundaries,
- surveying to assess career development needs in both populations, and
- selecting and adapting a model program that had already been shown to be effective with populations showing a similar needs pattern.

The project required "a strong community orientation..., with major responsibility for...tasks to come from individuals who work directly with the adult problems involved, and know first-hand the ins and outs of the situation." (Program Narrative, p. 9) This guideline materialized as the Project Careers Task Force.

Specifically, it was the assigned work of the Task Force to:

- identify the two greatest needs of MAEP's ethnic minority and women participants, and
- select two approaches most likely to meet those needs from among those surveyed and screened by A.I.R.

Task Force members agreed to broaden the scope of their responsibility to the Project to include the following:

- decision to base one of the Project Careers programs within a geographic neighborhood and development of criteria used to select that neighborhood,
- application of those criteria and selection of Census Tract 5033.01 (which includes the Meadowfair housing development),
- definition, through group discussion and individual consultation, of guidelines and directives for the Meadowfair needs assessment survey, and
- primary input, through two committees chaired by the survey coordinator, in the design of the interview instrument and in the hiring of interviewers.

Why Meadowfair?

Meadowfair was chosen as a target site for Project Careers not because it was the most needy neighborhood in San José, but because it clearly satisfied all the following criteria. Several neighborhoods could have qualified under these standards.

Proposal, Task Force Criteria	Meadowfair
- high percentage racial/ethnic "minority" population	- Spanish surname/language - 49.1% (16/207)[1] Black - 7.5% (10/207) Oriental - 2.7% Other minority - 2.5%
- low income area	- median household income - $9,689 (137/207)[1] average household size - 4.97 people (1.5/207) 11.5% of households below poverty level
- high percentage of unemployment	- unemployment rate - 11.2% for total population (14/207)[1] 15.7% for women (16/207)
- high percentage of female headed households	- 11% of households headed by women[1]
- lack of local resources for career guidance, counseling, placement services	- none in the immediate area; closest services on Alum Rock Blvd. (EDD and OIC)
Practical Considerations	
- population size than could be adequately sampled in the time given for the survey	- Approximately 2000 households within one census tract, so that we could judge the representativeness of our sample from Census '75
- not atypical or unique as a San Jose neighborhood	- About 70% of the families in Evergreen School District (which includes the Meadowfair CT) moved there from within Santa Clara County during the years 1966 - 1970.[2]
- transferability (suburban sprawl is a common pattern of city expansion)	

[1] Figures taken from Profile '70; US Census, 1970. Fractions in parentheses indicate Meadowfair's rank among the 207 census tracts in Santa Clara County.

[2] According to a house-to-house survey conducted in 1970 by the District.

Task Force Directives

To design an interview instrument that:

- presents the concept of career as open-ended (possibly meaning employment, possibly meaning purposeful life activity), and encourages respondents to think through several potential areas of need for career development (personal growth, basic education, job skill training, counseling/placement)

- surveys current, self-identified needs (both as to incidence and as to community priorities)

- invites respondents to speak in their own words, or uses response choice categories derived from direct community input (both from pre-test results and from committee suggestions)

- presents no language or literacy barriers (bilingual Spanish/ English, oral presentation, simple and clear language)

- follows a workable, transferable methodology (questions answerable, consistent, specific)

To recruit and hire interviewers who:

- meet criteria re: rapport with community people, language fluency, time committment

- have backgrounds similar to those of the respondents and have had some previous involvement in Eastside neighborhoods, preferably lived there

- are currently unemployed

Overriding concerns:

- that an outreach methodology be employed, in order to adequately sample opinions of people who are not served by existing resources

- that the interview itself be a service to the community, an opportunity for people to put together their career aspirations and experiences and to share them with others

- that no false expectations be raised, but that people be informed that there will be one follow-up program in the Meadowfair neighborhood during the current year

Survey Design and Development

Needs assessment surveys are a fairly recent and much in demand form of community analysis. Their methodological guidelines are not standardized, and must be designed to fit the values and specifications of both the target population and the agency that wants to use the survey information. In the case of Project Careers and the Meadowfair survey, this resulted in a basic polarity of concerns, because initial input as to survey guidelines came from community people.

Representatives on the Task Force argued that the Eastside had been surveyed-at by social scientists with little benefit of services resulting from research efforts in the past, and that community responses had been elicited to fit the researchers' categorizations. People with expertise in conducting surveys argued that open-ended questions would not yield quantifiable data, and that a greater researcher bias would be introduced in the editing of anecdotal responses. The Meadowfair survey instrument was the product of a dynamic created by this disagreement. As such, it included both open-ended and pre-categorized questions, and was undertaken with the assurance that a concrete program of services would result from the research.

The development of the Meadowfair survey represented a self-conscious effort to solicit and include community input at the planning level -- from the Task Force, from the interviewers, and from Meadowfair respondents in the field test -- and to coordinate this with more specialized input from the project directors and from experts in survey design. Although this process was time consuming for all involved, it provided a framework for real, rather than token, participation by Task Force members, improved both interviewer reliability and enthusiasm, and responded to the preferences and style of the Meadowfair community.

Interview Format and Interviewer Selection Committees

In addition to directives agreed upon during bimonthly meetings, Task Force members made policy decisions in the areas of instrument design and interviewer selection through active participation in two committees chaired by the survey coordinator.

The interview format committee met three times as a whole, and several of its nine members met individually with the survey coordinator to:

- discuss overall content and initial organization of the interview,
- debate the desirability of using a card sort technique, and defer this decision pending field tests,
- individually submit entries for the proposed card sort,
- revise both wording and content based on input from Meadowfair respondents and from two of the interviewers, following field testing of the preliminary survey instrument, and
- finally decide, with two dissenting votes, to include the card sort technique as part of the interview.

The interview design went through eight substantial revisions in all; a copy of the final product is included at the end of this section.

The interviewer selection committee drew up job specifications and circulated them through EDD offices in the San Jose area. After initial screening by EDD personnel, applicants were interviewed jointly by one committee member and the survey coordinator. They were evaluated according to Task Force directives, with special emphasis on ability to create rapport with Meadowfair people and communication skills (both written and oral, in English and Spanish). Two men and two women were hired:

- all of whom met Task Force directives as to rapport with community people, language fluency, time committment in accord with sample design, and current unemployed status,
- three of whom lived on the Eastside at the time -- one had attended the Meadowfair area junior high school,

- all of whom were approachable and in their 20's (lower middle of the expected age range of adult respondents in Meadowfair), and
- three of whom were undergraduate college students, familiar with surveys but not highly experienced in their execution.

In order to provide practical motivation for quality as well as quantity of work, the selection committee decided to pay interviewers an hourly wage for all training and interviewing time, plus a fixed amount per completed interview.

Interviewer Training

Interviewer training was conducted by the survey coordinator and intended to orient the interviewers as responsible, decision-making participants in the survey rather than as uninvolved temporary employees. With this in mind, they were given background information about the Meadowfair area and about Project Careers, and were encouraged to question and discuss the logic behind the survey's sampling methodology, the interview questions and their intent, the wording of Spanish translations of the questions they would be asking, and the outcome of the survey. They gained familiarity with the interview practicing with friends and by role-playing during training sessions. Three of the interviewers did the field test interviews in the Meadowfair area, and suggested revisions of the wording of questions and the order of their presentation based on that experience. Throughout the time of the actual survey, the interviewers met with the survey coordinator on an almost daily basis, raising questions about special situations and sharing difficulties/satisfactions that they had encountered in their work. This minimized the isolation inherent in the door to door process, and provided a valuable quality control, since interview forms could be checked for completeness and collected as they

were finished. Interviewers were paid for all training/discussion/ check-in time on an hourly basis.

Summary of methodology; instructions to interviewers

Method of research - sample survey with personal interviews conducted in homes of respondents

Study population - all adults (age 18 or older) living in Census Tract 5033.01, San José, California. See map, page .

Sampling units - households, with one adult interviewed per home. Interviewers were instructed to speak with whomever answered the door, and not to ask specifically for the mother, father, etc.

Sample size - 8% (184) of households in the census tract (total = 2302) Since this part of San José is rapidly developing, the total number of households had to be recounted before the survey could begin; the 1970 census lists only 1511 household units.

Sample design - stratified in two ways:
1) census tract divided up into five geographic neighborhoods, with percentage sampling within each neighborhood proportionate to the number of households there. See p. for map.
2) within each area, half the interviews conducted weekdays 8 to 5, and half conducted evenings or weekends.

Sample selection - random, within stratifications
Maps were generated by entering each area at a random point and marking every 8 houses for alternating weekday and weekend interviewing; each interviewer did the same number of interviews within each area. Interviewers were instructed to return on a different day if no adult could be contacted in a marked house. After two no-contacts, they were to try two contacts at the house to the right of the marked house, and then at the house to its left. All second attempt interviews had to be done within the specified weekday/evening time period for the original marked house.

Survey instrument - oral interview, printed in both English and Spanish, and filled out by the interviewer at the time of the interview. It contained 51 questions, some with pre-set alternatives and some open-ended, including a card sort technique. Except for questions about program location and timing preferences, none of the pre-set alternatives were read aloud. An average interview lasted about an hour.

Pre-testing - conducted by three of the interviewers in the central (original Meadowfair) area; 24 interviews completed, showing appropriate age, sex, racial/ethnic representation for the area. Interview format modified in accordance with the field test experience.

Interviewing - conducted on a door-to-door basis by four principal interviewers (two men and two women), all of whom were bilingual in English and Spanish. Interviewers carried introductory letters from the project director (see copy at the end of this report) and wore identification badges.

Evaluation of Methodology

Validity of the Sample

The study population was selected with the hope that a comparison of survey with Census '75 data would yield up-to-date information about the validity of the sample obtained. Unfortunately, this current census information is not yet available. Detailed comparisons of the survey sample with 1970 census figures are not included here because they would be seriously inaccurate. Two of the neighborhood areas (LeyVa and the Apartments) did not even exist at the time of the 1970 Census, and these areas show significant differences from 1970 patterns of population characteristics.

According to community service personnel working in the Meadowfair census tract, the survey sample appears to be highly representative. It deviates from the 1970 Census patterns in the same way as the visible population has changed within the last five years, to include:

- more unmarried people (in the Apartments),
- more Black families,
- families with higher incomes (in the LeyVa area), and
- an approximate 5% increase in unemployment.

Sample Distribution by Location and Time of Interview

Area	# of Households in Area	% of Total Households	# of Interviews Completed[1]	% of Total Interviews
Smith	662	28.8%	27+27= 54	29.3%
Meadowfair	548	23.8%	22+22= 44	23.9%
Whaley	565	24.5%	23+23= 46	25.0%
LeyVa	209	9.1%	7 + 7= 14	7.7%
Apartments	318	13.8%	13+13= 26	14.1%
Totals	2302	100.0%	184	100.0%

[1] number of weekday + number of evening/weekend interviews = total per area

Refusal rates

Of all the households contacted, 20%/(170) refused to grant an interview. This refusal rate is surprisingly low, considering the fact that the Meadowfair census tract has a high frequency of burglary-related crimes, and people tend to distrust strangers. The ratio of refused interviews to completed interviews (170:184) is within the expected range for this type of door-to-door interviewing.

Suspected sources of bias

Two possible sources of bias can be identified:

- Interviewers. The interviewers can be seen as a source of sampling bias because there were only four of them. However, because all the interviewers had personal backgrounds reflecting experiences similar to those of Meadowfair people (either through living on the Eastside or through family connections there), the bias they may have introduced is not an entirely foreign one. The sex of the interviewers does not seem to have biased the results. Equal numbers of evening/weekend interviews were completed by men as by women interviewers; women finished slightly more of the weekday interviews (62%). The age of the interviewers (all in their 20's) did not introduce a significant bias, probably because Meadowfair is nearly the youngest census tract in Santa Clara County (median age = 16.0 years, according to the 1970 Census).

- No contacts. In order to complete 184 interviews, a total of 835 households were approached. Only 170 of these directly refused an interview. In the areas with houses, most people (with the exception of about a dozen homes with "mean dogs") were not at home much of the time. In the Apartments, experiences with evangelizing door-to-door religious

groups motivated people to simply not answer their doors. (This difficulty was remedied by announcement posters placed in the laundry rooms.)

This experience underlines two methodological guidelines for suburban surveys -- In order to obtain an adequate sample, there have to be sufficient funds allocated to pay the interviewers on an hourly basis for attempting to make contacts. Also, careful choice of stratifications becomes the crucial factor in obtaining a representative random sample.

Importance of the interviewers

Selection of interviewers primarily for their identification with the target population rather than for technical experience, and involvement of interviewers in the field testing and final revision of the interview itself were undoubtedly the most significant factors contributing to the success of this survey methodology. They had the necessary rapport with Meadowfair people to enter their homes and talk, and they understood the logic and mechanics of the questions (this was especially important for the card sort).

Meadowfair is not an easy place to do extended interviews. It was important that interviewers could meet together to share discouragements and satisfactions, and to receive the supervision necessary to insure that their notations were consistent and reliable.

Importance of stratification

A representative random sample would have been impossible to achieve in Meadowfair without stratifying for time of interview and for geographic neighborhoods. The initial decision to divide the interviews between weekday and evening/weekend times was based on knowledge of suburban work patterns and the desire to include homemakers in the sample. The decision

to stratify by neighborhoods was based on observed patterns of interactions and on consultation with people living in the community. From the results of the survey, it appears that these two decisions were well taken.

Evaluation of the interview instrument

The finalized interview format proved both workable and effective in obtaining information about the career development needs of Meadowlair residents. However, if it were to be used again, several revisions should be considered:

Demographics - #2. Omit unless specifically relevant to target area.

#3. Specify exact number of persons in household.

#43. Redefine income categories according to whatever current federal poverty standards may be.

#47. Omit unless specifically relevant; restate more clearly.

Career needs - #14 or 17. Include more preparatory remarks or place later in the interview.

#18. Either omit or develop further.

Card sort. Revise categories according to local community input.

Employment - #41, 42. Either omit or develop further.

APPENDIX

- interviewers' introductory letter
- card sort content
- final interview instrument

JOSEPH C. BELLENGER
Assistant Superintendent

SAN JOSE UNIFIED SCHOOL DISTRICT
Telephone (408) 293-5303
1605 PARK AVENUE
SAN JOSE, CALIFORNIA 95126

CHARLES S. KNIGHT
Superintendent of Schools

January 16, 1975

Project Careers is a new program sponsored by the federal government through Metropolitan Adult Education in San Jose. During 1975 we will start an experimental program in this neighborhood for adults who want help with their careers -- whether that means jobs or just doing what you want with your life.

It is important that community people have a say in deciding just what kind of a program comes out of Project Careers. That is why we have asked to talk with you. It would be a help to the whole community if you could take time to tell us what you want to happen here.

If you have any questions about Project Careers, call the Meadowfair Community Center (274-4272, King & Enesco) and ask for Pia Moriarty. She is coordinating these interviews, and she would be glad to explain things further.

Thank you for helping with this survey.

- - - - - - -

El Programa de Carreras es un proyecto nuevo patrocinado por el Gobierno Federal através del Programa Metropolitano de la Educación de Adultos en San José. Durante el año de 1975 vamos a empezar un programa experimental en este barrio, para adultos que desean ayuda con su carrera -- ya sea para trabajar o hacer exactamente lo que usted desea con su vida.

Es muy importante que la gente de este barrio participe en la decisión sobre la clase de beneficio que resulte del Programa de Carreras. Por eso hemos solicitado hablar con usted. Será de mucha ayuda para toda la comunidad si usted nos dedica un poco de tiempo para decirnos lo que usted desea que suceda en este barrio.

Si tiene usted alguna pregunta relacionada con el Programa de Carreras, llame al Centro de la Communidad de Meadowfair (274-4272, esquina de King y Enesco) y pregunte por Pia Moriarty, quien habla español. La Senorita Moriarty es la coordinadora de estas entrevistas, y tendría mucho gusto en hablar con usted y explicarle este programa más detalladamente.

Muchas gracias por su ayuda en este estudio.

Joseph C. Bellenger

Joseph C. Bellenger
Director, Project Careers
Director, Programa de Carreras

An Equal Opportunity Employer

Meadowfair Career Needs Assessment Survey -- Card Sort Content

Needs to "Learn Something"

- Get training to do a new job (Interviewer writes in the kind of training desired)
  Tomar entrenamiento para un trabajo nuevo
- Learn how to speak, read, and write English (better)
  Aprender a hablar, leer, y escribir inglés (mejor)
- Finish high school and get a diploma
  Terminar mi high school y recibir el diploma
- Learn how to drive
  Aprender como manejar
- Learn how to manage my money better
  Economizar mi dinero mejor

Personal Support Needs

- Learn more about myself -- my interests and abilities
  Conocerme mejor -- mis intereses y capacidades
- Make decisions and solve problems better or more easily
  Tomar decisiones y resolver problemas mejor o más facilmente
- Learn how to solve family problems (with my husband or wife, or with relatives)
  Saber como resolver problemas de familia (con mi esposo/a, o con parientes)
- Learn how to meet new people and find friends here
  Saber como conocer nuevos amigos aquí
- Learn how to solve problems I have with my children
  Saber como resolver problemas que tengo con mis hijos

Community Help Needs

- Find regular babysitting I can afford
  Encontrar quien cuide mis niños a un precio que puedo pagar
- Get regular transportation
  Obtener transportación regular
- Get legal help or advice
  Obtener ayuda o consejo legal
- Get medical help
  Obtener ayuda medica
- Find out about unemployment benefits, food stamps, or welfare
  Saber acerca de asistencia pública -- desempleo, estampillas de comida, o welfare

Job-related Needs

- Learn how to do job applications and interviews
  Aprender a llenar solicitudes de trabajo y pasar la entrevista
- Get experience by volunteering at first
  Obtener experiencia trabajando como voluntário al princípio
- Find out where to look for work
  Saber donde buscar trabajo
- Learn how to change jobs or plan a new career
  Aprender como cambiar de trabajo o a planear una carrera
- Find out about training programs and how to get into them
  Conocer programas de entrenamiento y como entrar en ellos

Interview Instrument

House Number_____

Interviewer_____

1. How long have you lived in this house?

¿Desde cuándo ha vivido ud. en esta casa? 1. _____

(Circle one)
1 - 6 months or less
2 - 6 months to 2 years
3 - 2 to 5 years
4 - 5 to 10 years
5 - 10 to 15 years
6 - 15 to 20 years
7 - over 20 years

(If the person says 1972, write that down and come back later to circle the correct number.)

2. How long have you lived in this neighborhood?

¿Desde cuándo ha vivido ud. en este barrio? 2. _____
(Neighborhood - San Jose south of Story Road and east of the Bayshore Freeway)

(Circle one)
1 - 6 months or less
2 - 6 months to 2 years
3 - 2 to 5 years
4 - 5 to 10 years
5 - 10 to 15 years
6 - 15 to 20 years
7 - over 20 years

3. How many people live in this house?

¿Cuantas personas viven en esta casa? 3. _____

(Circle one)
1 - one person
2 - 2 people
3 - 3 or 4 people
4 - 5 or 6 people
5 - 7 or 8 people
6 - 9 or 10 people
7 - over 10 people

4. Are they all part of your family?

¿Todas son de su familia?
(Family = grandparents, parents, brothers and sisters, spouse, your children)

(Circle one)
1 - yes
2 - no → (If the answer is no, then ask: (Write in number)

5. How many are not part of your family?
¿Cuántas personas no son de su familia?

_____

4. _____ number in family

6. Do you have any children who live here with you?
¿Tiene niños que viven aquí con ud.?

(Circle one) 1 - yes
2 - no

(If the answer is yes, then ask: (Write in number)

7. How old are they?
¿Qué edades tienen?

_____

8. Do you have a telephone?
¿Tiene teléfono?

(Circle one) 1 - yes
2 - no

9. Do you have a Social Security Card?
¿Tiene Seguro Social?

(Circle one) 1 - yes
2 - no

10. Do you have a California Driver's License?
¿Tiene licencia de manejar de California?

(Circle one) 1 - yes
2 - no

11. What does the word CAREER mean to you? (Do not read alternatives)
¿Qué significa la palabra CARRERA para ud.?

(Try to circle one; otherwise write in VERBATIM)

(If the person gives more than one answer, indicate most important aspect. Ask if you are not sure.)

1 - just having a job, any job; working
2 - having a worthwhile job, a job you want or like
3 - having a steady, secure job, one you plan on keeping
4 - something for which you need a good education
5 - having a job that pays good money
6 - having an occupation, a trade you can continue to do in different places
7 - something professional (doctor, lawyer, etc.)
8 - something constructive outside the home, outside activities
9 - don't know
0 - other

_____

_____

5. _____ number of children under 2½

6. _____ number of children 2½ - 5

7. _____

8. _____

9. _____

10. _____

12. Do you have a career?
¿Tiene ud. una carrera?

(Circle one) 1 - yes
2 - no

(If the answer is yes, then ask:) (Write in VERBATIM)

13. What is it?
¿Cuál es su carrera?

_____

_____

14. What would you need in order to go further in your career?
¿Qué necesitaría ud. para avanzar en su carrera?
(Write in VERBATIM or "don't know" or "nothing")

_____

_____

(If the answer is no, then ask:)

15. Would you like to have a career?
¿Le gustaría a ud. tener una carrera?

(Circle one) 1 - yes
2 - no

(If answer is no, go to next page)

(If the answer is yes, then ask:)

16. What career would you like to have?
¿Qué carrera le gustaría tener?
(Write in VERBATIM)

_____

_____

_____

17. What would you need in order to have that career?
¿Qué necesitaría ud. para obtener esa carrera?
(Write in VERBATIM or "don't know" or "nothing")

_____

_____

_____

11. _____

12. _____ career

13. _____ need

14. _____ need

15. _____ need

16. _____ need

17. _____ need

18. _____

12. _____ career

13. _____ need

14. _____ need

15. _____ need

16. _____ need

17. _____ need

(Ask everybody)

18. If you wanted help with a career, do you know of an agency where you could find it?

Si quisiera ayuda con su carrera, ¿sabe de alguna agencia donde pueda encontrala?

(Circle one) 1 - yes → 19. _____
2 - no

(If the answer is yes, then ask:)

19. Where?
¿Dónde?

(Circle one) 1 - HRD, EDD, employment office 20. _____
2 - community college
3 - adult education
4 - community center
5 - OIC
6 - veterans' administration (VA)
7 - other (Write in VERBATIM)

_____

20. Have you ever tried that agency?
¿Ha ido alguna vez? 21. _____

(Circle one) 1 - yes
2 - no

CARD SORT (Get your cards out)

A Maybe there are some things that can help you right now. A group of people who made this questionaire put together a list of some ideas, and I'd like to go through those with you. First I'll ask for your ideas, and then we'll look at these cards.

Tal vez hay algunas cosas que pueden ayudarle ahorita. Algunas personas que hicieron este cuestionario escribieron una lista de ideas, y quiero repasarlas con ud. Primero voy a escribir sus ideas, y después vamos a leer las tarjetas que tengo aquí.

(FIRST GROUP - Cards in the 100's)

B The first group is about things you might like to learn. Is there anything that you would like to learn to help make your life more satisfying?

El primer grupo es acerca de cosas que le gustaría aprender. ¿Hay algo que le gustaría aprender para vivir una vida mejor?

(Write each response on a blank card and give each a number -- 106, 107, etc. Set these aside until the final question of the card sort, # 29)

C (After writing on the blank cards, present the typed ones.)
Here are five possibilities that our group thought of:

Aquí estan cinco posibilidades que puso nuestro grupo:

(Read through the cards in the 100's and place them in front of the person. Then ask:)

D Would any of these things help you right now?
¿Alguna de estas le pueda ayudar en su vida ahora?

(If the person says no, fill in XXX and go on to the next group. If the person says yes, then ask:)

E Please pick one or two that would be the most important for you.
Favor de escojer el uno o dos de los más importantes para ud.
(**if 101 is chosen, specify the kind of training:_____)

(Write the numbers of those cards here:) 21._____ 22._____
22._____ 23._____

(SECOND GROUP - Cards in the 200's)

A The second group is about things to make your personal life better.
El segundo grupo es acerca de cosas para mejorar su vida personal.

B Is there anything that would help you with your personal life?
¿Hay algo que le ayudaría con su vida personal ahora?
(Write on the blank cards and follow the same procedure as above.)

(Write in numbers) 23._____ 24._____
24._____ 25._____

(THIRD GROUP - Cards in the 300's)

A The third group is about services that other people could offer.
El tercer grupo es acerca de servicios que otras personas puedan ofrecer.

B Is there anything that other people or community agencies could help you with?
¿Hay algo en que le puedan ayudar otras personas o agencias de la comunidad?
(Write on the blank cards and follow the same procedure as above.)

(Write in numbers) 25._____ 26._____
26._____ 27._____

(FOURTH GROUP - Cards in the 400's)

A The fourth group is about things that would help you find a job.
El cuarto grupo es acerca de cosas que le ayudaría encontrar trabajo.

B Is there anything that would help you find a job?
¿Hay algo que le ayudaría encontrar trabajo?
(Write on the blank cards and follow the same procedure as above.)

(Write in numbers) 27._____ 28._____
28._____ 29._____

(After you have finished all four groups:
Read through all the handwritten cards and place them in front of the person. Read through all the chosen typed cards and place them with the other cards in front of the person. Then ask:)

Of all the cards you have picked, which two are the most important or necessary for you right now? Which one is your first choice?

De todas las tarjetas que ha escojido, ¿cuáles dos son los más importantes o necesarias en este momento?

Cuál es lo más importante?

(Write only two) 29. first choice _____ 30. _____

30. second choice _____ 31. _____

(Save all the handwritten cards and write down their numbers and what they say after the interview is finished.)

Card Number	What it says
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

31. What would be the best way for you to get this help? (Read the alternatives)
¿Cuál es el mejor modo de conseguir esta ayuda para ud.?

(Circle one)
1 - individually/individualmente
2 - small group/en un grupo pequeño
3 - class situation/en una clase
4 - radio
5 - TV
6 - on the job/trabajando
7 - other/otro _____
(8 - no preference)
(9 - no answer)

32. _____

32. In what place? (Read alternatives)

¿En qué lugar?

(Circle one)
1 - in my home/en mi casa
2 - in a neighborhood home/en la casa de un vecino
3 - in a community center/en un centro de la comunidad
4 - in a school/en una escuela
5 - in a business or industrial facility/ en un edificio industrial o de negocios
6 - other/otro _____
(7 - no preference)
(8 - no answer)

33. _____

33. When? On weekends or during the week?

¿Cuándo? Fines de semanas o durante la semana?

(Circle one)
1 - weekends
2 - weekdays
(3 - no preference)
(4 - no answer)

34. _____

34. At what time? During the morning, afternoon or evening?

¿A qué horas? Durante la manana, la tarde, o la noche?

(Circle one)
1 - mornings
2 - afternoons
3 - evenings
(4 - no preference)
(5 - no answer)

35. _____

35. At what times of the year? In the autumn, winter, spring or summer?

¿En qué temporadas del año? En el otoño, el invierno, la primavera, o el verano?

(Circle one)
1 - autumn + winter
2 - winter + spring
3 - spring + summer
4 - summer + autumn
5 - other _____
(6 - no preference)
(7 - no answer)

36. _____

36. Do you have a job right now?
¿Está trabajando ud. ahorita?

(Circle one) 1 - yes
2 - no

(If the answer is yes, then ask:
37. What kind of work do you do?
¿En qué trabaja ud.?
(this means skills, like carpentry, typing, etc.)

(Write in VERBATIM) _____

_____

38. Have you ever had a job?
¿Ha tenido ud. trabajo alguna vez?

(Circle one) 1 - yes
2 - no

(If the answer is yes, then ask:)
39. When was the last time you had a job?
¿Cuándo fue la última vez que tuvo trabajo?

(Circle one)
(1 - currently employed)
2 - less than six months ago
3 - six months to a year ago
4 - one to three years ago
5 - three to five years ago
6 - five to ten years ago
7 - more than ten years ago

40. What kind of work did you do?
¿En qué trabajaba ud.?
(this means skills, like carpentry, typing, etc.)

(Write in VERBATIM) _____

_____

(Ask everybody who has worked before)

41. Of all the kinds of work you've done, which two did you like the most?
De todos los trabajos que ha tenido, ¿cuáles dos son los que le gustaron más?
(this includes current jobs)

(Write in VERBATIM)
1 - _____
2 - _____

(Ask everyone)
42. If you could have any job you wanted, which would you choose to do now?
Si ud. pudiera tener cualquier trabajo, ¿cuál escojería ahora?
(this includes present, past or desired jobs)

1 - none---I don't want a job now
2 - (Write in VERBATIM)

_____

_____

37. _____

38. _____ time

39. _____ skill

40. _____

41. _____

42. _____

43. Could you tell me where your family's total income for this last December falls on this list?
¿Me pueda decir donde entra la cantidad de los ingresos de su familia durante deciembre?
(this includes income before taxes and any public assistance)

		(Annual income)
(Circle one)	1 - less than $120	under $1440
	2 - $120 - $250	$1440 - $3000
	3 - $250 - $500	$3000 - $6000
	4 - $500 - $750	$6000 - $9000
	5 - $750 - $1000	$9000 - $12,000
	6 - $1000 - $1250	$12,000 - $15,000
	7 - over $1250	over $15,000
	8 - don't know	
	9 - no answer	

43. _____

44. Was this amount the same for every month last year? (1974)
¿Recibió la misma cantidad cada mes durante 1974?

(Circle one) 1 - yes
2 - no

(If the answer is no, ask for enough explanation to be able to estimate total annual income)

_____

_____

_____

45. What is your family situation right now? Are you: (Read alternatives)
¿Cuál es su estado civil ahorita? Es ud.:

(Circle one) 1 - single, never married/ soltero, nunca casado
2 - married/casado
3 - separated or divorced/separado o divorciado
4 - widowed/viudo
(5 - no answer)

44. _____

46. How far did you go in school?
¿Hasta qué grado llego en sus estudios?

45. _____ grade level

(Circle last grade completed:)

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16

(Circle one) Last graded completed was 1 - in the United States
2 - in México
3 - other _____

46. _____ where

47. Do you have any diplomas or certificates of completion?
¿Tiene ud. algunos diplomas o certificados? (Write in VERBATIM)

47. _____

48. _____

_____

49. _____

_____

48. How old are you?
¿Cuántos años tiene ud.?

(Circle one)
1 - 18 - 25
2 - 26 - 30
3 - 31 - 35
4 - 36 - 40
5 - 41 - 45
6 - 46 - 50
7 - 51 - 55
8 - 56 - 60
9 - 61 - 65
0 - over 65

50. _____

49. Do you consider yourself part of a minority group?
¿Se considera ud. miembro de una minoría?

(Circle one)
1 - yes
2 - no

51. _____

(If the answer is yes, then ask:)
50. Which one? (Write in VERBATIM)
¿Cuál es?

52. _____

We are going to be talking with about 200 people here in this neighborhood, asking them the same questions I have just asked you. When we are finished, we will take all the addresses off the interview papers, so no one will know what one person or another said. Then we want to have a meeting with the whole community to put together all the ideas that people like you have shared with us. We want to let you know what we have heard and see if we have listened well enough.

Would you like to receive a notice about when and where this meeting will be held?

51. (Circle one)
1 - yes
2 - no

53. _____

Vamos a hablar con más o menos 200 personas aquí en este barrio, preguntandoles las mismas preguntas que le puse ahora. Cuando terminemos, vamos a quitar todas las direcciones de los papeles de la entrevista. Nadie va a poder distinguir lo que dijo un individu o otro. Entonces vamos a reunir un metin con toda la comunidad, para resumir las ideas que nos han dado gente como ud. Queremos decirles todo que ustedes nos han dicho y que nosotros hemos entendido.

¿Quisiera ud. recibir una notícia de cuando y donde vamos a tener este metin?

Meadow Fair Needs Assessment Survey
Identification Sheet

54. _____ geog.

House number: _____

55. _____ #

Address: _____

Geographic Area: 1 2 3 4

56. _____ #

Date of Interview: _____

57. _____ #

Time of interview: _____ a.m. / p.m.

58. _____ time

1 - weekday
2 - weekend or evening

Interviewer:
1 - Erendira
2 - Lorraine
3 - Roberto
4 - Sandra
5 - other _____

59. _____ interviewer

Language of interview:
1 - Spanish
2 - mixed Spanish and English
3 - English
4 - other _____

60. _____ language

Length of interview:
1 - less than half an hour
2 - half an hour to an hour
3 - more than an hour

61. _____

Sex of respondent:
1 - Female
2 - Male

62. _____

Racial/ethnic ID of respondent:
1 - Latin
2 - Black
3 - Anglo
4 - Asian American
5 - Native American
6 - other minority _____

63. _____

Interviewer Comments:

CE 009 904